

OLAC Evaluation Crosswalk - Superintendent

The teacher will focus on the standard listed below, complete the associated modules, and review the other suggested resources.

Teacher Signature:

Evaluator Signature:

Conference Dates:

Date of Completion:

Standard 4: Instruction

Superintendents lead the creation of instructional systems designed for high student achievement.

OLAC Focusing Questions for Superintendents, Standard 4:

1. Are there teams, processes, and systems in place in my district to ensure well-grounded, effective, and productive curriculum and instruction techniques are shared, used, and systematically improved? Resources include:
 - [OLAC Podcast Episode #16: All Hands on Deck! Driving Inclusive Instructional and Organizational Leadership Through OIP-OLAC](#)
 - OLAC Module: [Leadership](#)
 - OLAC Module: [Leadership for Early Childhood Care and Education](#)
 - OLAC Module: [Ohio Improvement Process](#)
 - OLAC Module: [Coaching](#)
 - OLAC Module: [Curriculum](#)
 - OLAC Module: [Instruction](#)
 - OLAC Module: [Leading Literacy](#)
 - OLAC Module: [Learning Supports](#)
 - OLAC Module: [TBTs: Bottom-Up and Top-Down](#)
 - OLAC Video: [The Importance of Aligning Curriculum, Instruction and Assessment](#)
 - OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
 - OLAC Video: [Selecting Effective Instructional Strategies for the Three Phases of Learning](#)
 - Ohio Department of Education and Workforce: [Learning in Ohio](#)
 - Ohio Department of Education and Workforce: [Read Ohio](#)
2. Do I maintain a culture of understanding and using data well? Resources include:
 - OLAC Module: [Assessment](#)
 - OLAC Module: [The Collaborative Process](#)
 - OLAC Module: [Teams Using Data Wisely](#)
 - OLAC Video: [The Importance of Aligning Curriculum, Instruction, and Assessment](#)
 - OLAC Module: [Implementation Science](#)
 - OLAC Foundational Concept: [Handling Data in Ohio Leadership Teams](#)
 - Opportunity Culture: [Plan Ahead and Raise Sights](#)
 - OLAC Video: [Impacting All Learners Through Clarity and Culture](#)
 - OLAC Video: [A School Board Member and Superintendent Discuss Their Roles in Improving Outcomes for Students](#)
 - OLAC Video: [Supporting Collaborative Building Leadership Teams](#)
 - OLAC Video: [Effective Instruction with Clear Learning Targets](#)
 - OLAC Video: [Cycle of Inquiry for TBTs](#)
 - OLAC Webinar: [Insights into Effective TBTs](#)
3. Do I know how to conduct audits to identify district and building strengths and needs? Resources include:
 - Ohio Department of Education and Workforce: [One Needs Assessment](#)
 - U.S. Office of Elementary & Secondary Education: [School Improvement: Needs Assessment](#)
 - U.S. Office of Elementary & Secondary Education: [The State Support Network: Needs Assessment Guidebook \(Cuiccio & Husby-Slater, 2018\) \(PDF\)](#)

- Educational Records Bureau: [A Guide to Conducting a Curriculum Audit Supported by Data](#) (Hanawald, 2023)
- Intercultural Development Research Association: [Using Equity Audits to Assess and Address Opportunity Gaps Across Education \(2020\)](#)

4.1: Require district-wide use of an established curriculum.

OLAC Focusing Questions for Superintendents, Standard 4, Indicator 1

1. Would I like to learn about ways to work with teachers and building teams to establish a coherent curriculum that addresses state standards and aligns with the district curriculum? If so, resources include:
 - OLAC Module: [Curriculum](#)
 - [OLAC Lead the Way Podcast Episode #6: Best Practices for TBTs – Part 1](#)
 - [OLAC Lead the Way Podcast Episode #7: Best Practices for TBTs – Part 2](#)
 - Ohio Department of Education and Workforce: [Read Ohio](#)
 - OLAC Video: [The Value of District-Wide Curriculum Development](#)

2. Would I like to know more about curriculum mapping and other processes that superintendents use to establish district-wide use of a shared curriculum? Resources include:
 - Ohio Department of Education and Workforce: [Model Curricula](#)
 - Ohio Department of Education and Workforce: [Early Learning and Development: Standards-Curriculum-Assessment Alignment](#)
 - OLAC Video: [The Importance of Aligning Curriculum, Instruction, and Assessment](#)
 - OLAC Video: [Curriculum: The Written, the Taught and the Learned](#)
 - PowerSchool: [The Benefits of Curriculum Mapping](#)
 - PowerSchool: [A Beginner's Guide to Curriculum Mapping](#)

3. Would I like to know about strategies useful to teachers as they engage the process of adapting their curriculum development to more systematic approaches? Resources include:
 - OLAC Module: [Ohio Improvement Process](#)
 - OLAC Module: [Assessment](#)
 - OLAC Video: [Using Student Self-Assessment to Guide Instruction](#)
 - OLAC Video: [Collaboratively Defining Learning Targets](#)
 - OLAC Video: [Effective Instruction with Clear Learning Targets](#)
 - OLAC Video: [The Benefits of a Balanced Assessment System](#)

4. Would I like to know more about the processes that enable teachers to participate in meaningful horizontal and vertical alignment of the curriculum? Resources include:
 - OLAC Module: [TBTs: Bottom-Up and Top-Down](#)
 - OLAC Module: [Resource Management](#)
 - OLAC Module: [Curriculum](#)
 - Ohio Department of Education and Workforce: [Learning in Ohio](#)
 - Ohio Department of Education and Workforce: [Sample Vertical Alignment Example \(PDF\)](#)
 - Ohio Department of Education and Workforce: [Back to School Resources for Return: Student Readiness Toolkits](#)